

**UNIVERSITY OF LETHBRIDGE  
FACULTY OF HEALTH SCIENCES**

**NURS 4135 Professional Seminar III  
Course Outline: Fall 2017**

**COURSE INSTRUCTORS**

**Section A:** **M1035 Monday 1400-1650**  
**Instructor:** Shannon Vandenberg  
**Office:** M3066  
**Phone:** 403.332.4085  
**E-mail:** shannon.vandenberg@uleth.ca  
**Office Hours:** By Appointment

**Section B:** **M1035 Wednesday 1400-1650**  
**Instructor:** Morgan Magnuson  
**Office:** M3058  
**Phone:** 403.332.4098  
**E-mail:** morgan.magnuson@uleth.ca  
**Office Hours:** By Appointment

**Section C:** **M1035 Thursday 1340-1620**  
**Instructor:** Mary Nugent  
**Office:** M3125  
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**Office Hours:** By Appointment

**COURSE DESCRIPTION:**

In this course students will examine psycho-social-spiritual, economic, ethical, and political issues that influence health, illness, and healing within both Canadian and global health care arenas. Evidence-based change strategies that address these issues will be explored. Students will identify possible solutions to promote effective and efficient nursing care delivery to clients, families, and communities.

Credit hours: 3.0

Contact hours per week: 6-0-0

**Prerequisite(s):** Completion of all Year Three requirements in the NESA B.N. program or Completion of the first four semesters in the B.N. After Degree program.

**Co-requisite(s):** One of Nursing 4510, Nursing 4520, or Nursing 4530

**COURSE OUTCOMES**

1. Synthesize knowledge of the nurse's professional and ethical roles and responsibilities with regard to political and societal issues affecting health and well-being.
2. Critically examine change strategies that influence health care delivery to clients living in diverse cultural, socio-political, and geographical settings.
3. Analyze relationships between nursing education, knowledge, research, and practice.
4. Embody leadership behaviors through the creation and development of a culture of dialogue and discovery.
5. Demonstrate skills in, and commitment to, self-directed learning and professional growth through verbal, non-verbal, and written communication; collaboration and problem-solving; and consistent, meaningful engagement

## REQUIRED RESOURCES

Readings (chapters, articles, links to online resources, etc.), will be posted on Moodle as relevant to course content. In addition, to prepare for your assigned case studies, additional readings will be required. Additional details will be discussed in class.

### Useful Web Resources:

UN Millennium Development Goals <http://www.un.org/millenniumgoals/>

UN Sustainable Development Goals <http://www.un.org/sustainabledevelopment/>

Gapminder Foundation Bubbles: <https://www.gapminder.org/tools/bubbles#>

Global Burden of Disease Compare Tool, by the Institute of Health Metrics and Evaluation at the University of Washington, USA, <http://vizhub.healthdata.org/gbd-compare/>

International Council of Nurses <http://www.icn.ch/>

## SYSTEM REQUIREMENTS

All theory courses require students to have access to the Internet. The syllabus and resources, including documents, videos and links, are posted on the Moodle site: <https://moodle.uleth.ca/>. If you are having difficulty with Moodle, you can check <http://moodleanswers.com/> to check if the answer to your problem is already posted online, or you can contact [crdc.support@uleth.ca](mailto:crdc.support@uleth.ca). If you are having difficulty with Internet access, you may call the IT Solutions Centre at 403.329.2490.

## FOSTERING A POSITIVE LEARNING ENVIRONMENT

Your time is valuable. You are encouraged to maximize your time by contributing to a positive classroom environment that supports your learning and that of your peers. To create and sustain this environment, please:

1. Be punctual: Arrive for class and return from breaks on time and stay the entire class. Please inform your instructor if you will be late or must leave early.
2. Be professional: Turn off cell phones or set to vibrate. Do not take calls or send/receive text messages during class. Turn off any other electronic devices not used for class discussion.
3. Use a laptop needs to be confined to note-taking or searching out materials as part of class activities. Do not check emails, watch movies, or access social networking sites during class.
4. Be courteous: Avoid cross talking and interrupting when someone else is speaking.
5. Be present and prepared: Attend all classes. Listen attentively and be prepared to engage in learning strategies involved in class, including group discussions and various learning activities. If you miss a class, you are responsible for the material covered, announcements, or materials distributed.
6. Be committed: Engage in self-directed learning, professional growth, and problem-solving within a group setting.

## COURSE TOPICS BY WEEK

Week	Topic
1-3	Intro/Global Health
4-6	Disasters, Emergency Preparedness & Health
7-9	Policy & Health
10-12	Environment & Health

## COURSE ASSIGNMENTS AND EVALUATION

Assignment and Grading Breakdown	% of final	Due Date
1. Policy Brief	30%	November 9, 2017
2. Engagement	10% (2.5%/mind map)	Ongoing
3. Group mind maps	40% (10%/mind map)	Ongoing
4. Presentation of mind maps	20% (5%/mind map)	On going

### 1. Policy Brief (30%)

A policy brief is a short document that explores a single issue and offers recommendations for action on the issue to a non-specialized audience. A policy brief is a stand-alone document and includes specific headings, which are addressed by the author.

The purpose of this individual assignment is to create an actionable component to the mind maps where students have the ability to communicate the *So What?* and *Now What?* on a specific issue. Students will have the option to further explore **one** of the issues in one of the four case studies they receive in this course for their policy brief assignment.

A policy brief template with guidelines is provided on Moodle. You must use this template for this assignment. The response boxes will adjust as necessary to accommodate your written work. **This policy brief must be limited to 2 pages, size 12 font.** Students are encouraged to use bullet points where appropriate. A reference page in APA format must be included with your policy brief. Please refer to the marking guide for further information.

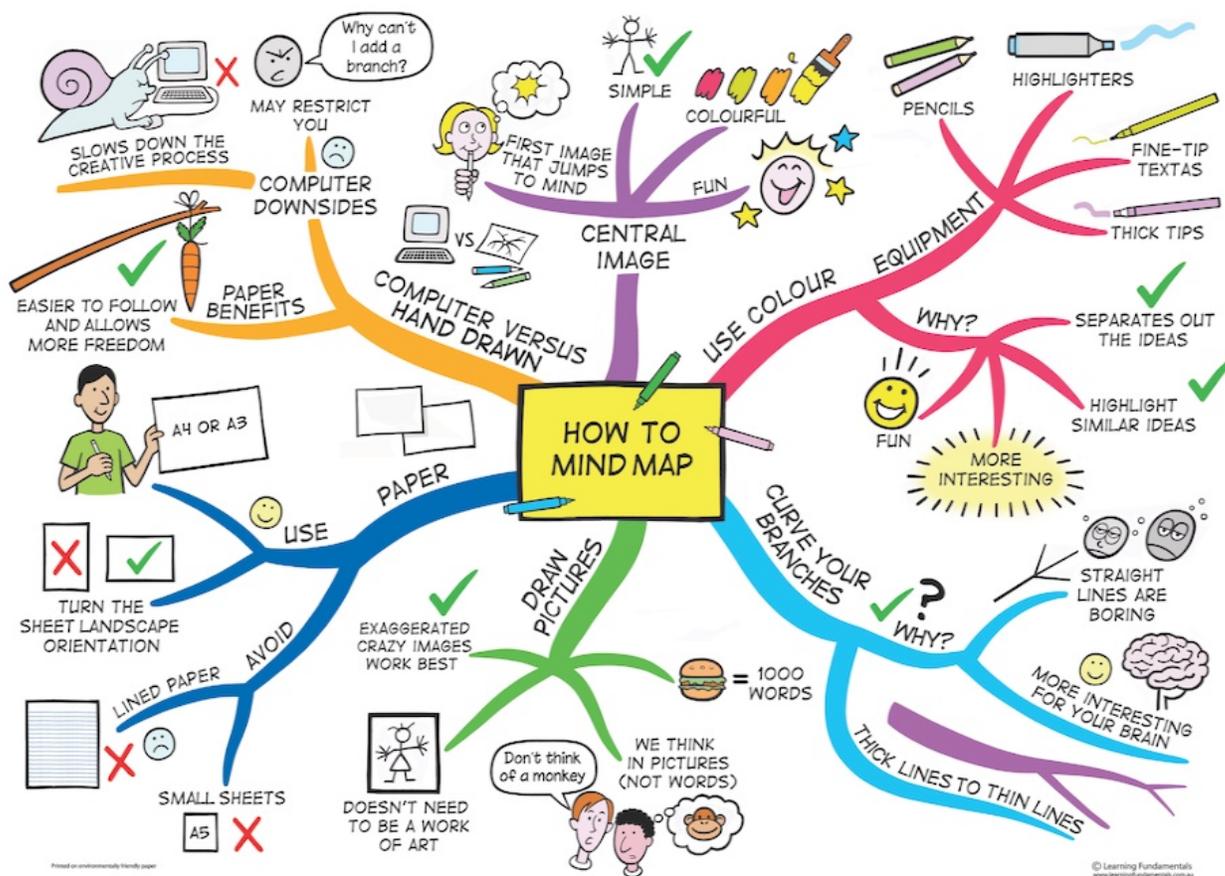
### 2. Engagement (10%)

To support students in their efforts in fostering a positive learning environment in this course, preparation and participation will be assessed throughout the term.

For each mind map completed, students have the potential to earn 2.5% toward their final grade. Each student will reflect on their performance in the development and presentation of the group mind map.

### 3. Group mind maps (40%)

A mind map is a graphical method of representing a topic. The visual structure allows the learner to represent concepts and ideas with images, colors and symbols. A typical mind map has a central idea and a hierarchical format with ideas branching into their subsections. Here is not only an image of a mind map, but one that explains how to create a mind map.



In this course students will examine four case studies rooted in specific course topics (see course topics listed above). Their examination will include exploration of psycho-social-spiritual, economic, ethical, and political issues that influence health, illness, and healing within both Canadian and global health care arenas.

The mind map is intended to be a group effort. Consequently, the work of identifying required information, accessing and retrieving that information, and organizing the information into a comprehensible whole will be divided among group members. Although class time will be provided to engage in this work, it is expected that pre-readings are completed. Moreover, although students will have access to some resources posted in Moodle, it is expected that they will access out-of-class resources as well.

The format of the mind map is paper based with bubbles and arrows, as well as other images. The key is that it needs to be a mind map that clearly demonstrates linkages between concepts and content.

Students will construct four (4) mind maps over the term (10%/mind map).

#### 4. **Presentation of the group mind map (20%)**

During the third class of a particular course topic, each group will have **25 minutes** to present to their colleagues the mind map developed by their group. At that time, they will also encourage questions from their colleagues and respond to these questions. The intent is for all group members to participate in this presentation to demonstrate their learning of the issues pertaining to the course topic.

## GENERAL GUIDELINES FOR ASSIGNMENTS

All written assignments are the original work of an individual student. Using the work of others in assignments without appropriate recognition (citation) constitutes the academic offense of plagiarism and could result in a failing grade for the course (see academic calendar under student discipline for further information).

In accordance with university regulations on duplication, "no student shall submit in any course or program of study, without both the knowledge and approval of the person or persons to whom it is submitted, all or a substantial portion of any academic assignment for which credit has previously been obtained or which has been or is being submitted in another course or program of study in the University or elsewhere". (U of L 2017/18 Calendar, p.69).

The correct application of APA (2010) guidelines is a consideration in the evaluation of written assignments. All papers, in accordance with APA guidelines, should be typewritten double-spaced, on unlined paper, with a minimum of 1-inch (2.5 cm) margins all around. Include a title page, reference list, and appendices (if needed). It is strongly recommended that you familiarize yourself with the format particularly in relation to the use of quotations, abbreviations, headings, and how to correctly cite various sources. Chapter 3 (Writing Clearly and Concisely) (pp. 61-86) in the APA manual (6th ed.) can be helpful in the development of a scholarly writing style.

Refer to *Part 4: Academic regulations, policies, and program requirements* in the University of Lethbridge calendar for further information.

## LATE PAPERS/ASSIGNMENTS

All papers and assignments must be submitted by the beginning of class on the due date UNLESS AN ALTERNATE DUE DATE HAS BEEN ARRANGED WITH THE FACULTY MEMBER at least 48 hours in advance of the scheduled due date, at the instructor's discretion.

A late (date and/or time) paper or assignment will be assessed at five percent (5%) decrement for each day it is late, including holidays and weekends up to a maximum of 14 calendar days, after which a grade of zero will be assigned. All papers will be initially graded according to the assignment's original marking guideline, and then the mark will be reduced by 5 percentage points per day.

Assignments may be submitted in paper and/or electronic format as stipulated by the course instructor.

If an assignment is to be submitted late and on a holiday or weekend, then an electronic copy must be submitted to the instructor as soon as possible. An identical paper copy must be submitted (unless alternate arrangements are made) on the first working day following the holiday or weekend. If the paper copy is submitted to the instructor on the next working day, then the calculation of penalty will apply to the submission of the electronic version.

Refer to *Part 4: Academic regulations, policies, and program requirements* in the University of Lethbridge calendar for further information.

## GRADING

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

## PLAGIARISM STATEMENT

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

## ATTENDANCE POLICY

### Purpose:

**Attendance at all nursing theory classes is an expectation of the nursing program.**

Multiple absences may jeopardize a student's development of the knowledge-base required for competent professional nursing practice and successful completion of course requirements. As adult learners, students are ultimately responsible for their own learning; however, it is also recognized that repeated absences may have a negative impact on collaborative learning experiences.

### Policy Statements:

1. Unexcused absences are considered unprofessional conduct.
2. When an absence occurs (e.g., due to illness), it is the student's responsibility to notify their instructor/professor and student group members of their absence.
3. Students in group-based learning activities are responsible and accountable to their group members for their participation and attendance. Peer evaluations support individual accountability for contributions to group assignments and to participatory learning. Students are expected to demonstrate accountability and integrity in completing peer evaluations.
4. A Theory Enhancement Plan may be initiated by an instructor/professor for any student with repeated absences. A Theory Enhancement Plan is designed to support student success in meeting theory course requirements and outcomes.

### **Student Athletics Participation/Nursing Student Attendance at Canadian Nursing Students Association (CNSA) Conference/Nursing Student Participation in NESGA Governance Committees**

1. Athletic Team Participation: The NESGA BN programs acknowledge that some nursing students are members of their academic institution's official athletic teams, and may have obligations to these teams in order to maintain scholarships. All members of a University of Lethbridge or Lethbridge College athletic team who anticipate absence from theory or practice course related to athletic commitments should discuss these potential absences with their instructor/professor at the initiation of the course to determine if these absences can be appropriately accommodated without impacting the student's ability to attain the course outcomes and required practice hours. Please note that students on athletic teams must meet with an academic advisor at their institution to assist with course planning each semester and should attempt to register for courses so that their athletic commitments have the minimum impact on their academic commitments.
2. CNSA Conference Attendance: Official student delegates and other nursing students who wish to attend the (CNSA) conference may be granted permission to attend the conference during course time as long as participation in these activities will not adversely affect achievement of course objectives. Permission to attend conferences will be granted for any student who is in good standing within the BN programs, and has no Enhancement Plan currently in effect.

#### Process

- a. Students must complete the "CNSA Conference Delegate/Attendee Application Form", (available from: <http://www.uleth.ca/healthsciences/cnsa>) and forward the form to the Nursing Academic Advisor (students attending U of L) or to the Program Chair (students attending Lethbridge College) at least 4 weeks in advance of the event. This is to confirm "good standing" within the program and that there are no "Enhancement Plans" in effect.
- b. The student must discuss the absence with instructors whose classes will be missed as soon as possible in advance of the event, and provide evidence of good standing in the program (signed form). Instructors will discuss the implications of the absence with the student, and outline the expectations for:
  - i. Completing required course work, and;
  - ii. How the learning from the conference will be shared with student colleagues.

- c. The student should retain a copy of the completed/signed form for his/her own records. The original form will be retained in the office of the Program Chair (students attending LC at time of application), or the office of the Academic Advisor on the University campus (for students attending U of L at the time of application).

3. NESAs Governance Committees: We believe that it strengthens our program to bring student perspectives to NESAs governance committees. Whenever possible, meeting dates and times for the meetings of these committees will be set when the student member(s) has no classroom or practice commitments. Unfortunately, some meetings may have to be scheduled for those times, forcing the students to choose between attending the meeting or attending class or practice.

It is expected that students who choose to miss theory or practice time in order to attend a NESAs committee meeting will have made advance arrangements with the course instructor affected.

**Refer to the 2017/18 NESAs BN Programs Student Handbook for further information.**

## LEAVE OF ABSENCE

Request for LOA shall be made in writing to the Dean at the respective institution. All such leaves will be considered on an individual basis. All leaves of absence will be assessed on an individual basis by the Dean at the respective institution to determine the need for the student to complete makeup days. The student should be aware that a leave of absence may necessitate a delay in writing NCLEX exams.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403.329.2766 <https://www.uleth.ca/ross/accommodated-learning-centre>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least **\*two weeks\*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

## COPYRIGHT STATEMENT

All University of Lethbridge students, faculty, and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor ([copyright@uleth.ca](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.

## REFERENCES

2017/18 NESAs BN Programs Student Handbook  
 2017/18 University of Lethbridge Academic Calendar  
 Faculty of Health Sciences Guidelines for Course Syllabus Preparation